COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	Communications, Arts and Social Sciences
Programme:	Development Studies
FHEQ **Level:**	6
Course Title:	Post-colonialism and Development
Course Code:	DEV 6205
Course Leader:	Dr Michael F. Keating

Student Engagement Hours:	**120**
Lectures:	22.5
Seminar / Tutorials:	22.5
Independent / Guided Learning :	75

Semester:	FALL and/or SPRING and/or SUMMER
Credits:	12 UK CATS credits
	6 ECTS credits
	3 US credits

Course Description:
This course seeks to examine key arguments by theorists of postcolonialism and their implications for development studies. Postcolonial theory has offered some of the most profound critiques of Western modernity's self-representations and claims to truth and progress. Such critiques have significant potential to reconstruct dominant understandings of development, gender, social change and emancipation. Thinkers studied might include Edward Said, Gayatri Spivak, Frantz Fanon, Aime Cesaire, Aijaz Ahmad and Leopold Senghor. Themes studied might include empire, gender and sexual politics, representation, minorities in Europe and diaspora, decolonisation, resistance and liberation.

Pre-requisites: DEV 5100 or HST 5100 or PHL 5400

Aims and Objectives:
- To extend the understanding of development students with regard to the theoretical and practical implications of postcolonial critiques of progress, truth, equality and imperialism.
- To provide development majors with an in-depth study of a critical area in the discipline.
- To provide a background for eventual careers in fields pertaining to development studies and beyond which require articulate, clear but also self-reflexive thinking individuals with a grasp of the political, cultural and economic complexities of working in the developing world
- To provide a framework to assist concerned citizens to think critically about issues that

continue to be of central importance in the globalised 21st century
- To promote critical engagement with a wide range of literature, and the development of writing skills, and the ability to present complex arguments orally.
- To engage in close, critical analysis of key thinkers and texts

Programme Outcomes:
At the end of this course, the students will have achieved the following programme outcomes.

6A(i); 6A(ii); 6C(i); 6C(iii); 6C(iv); 6D(ii); 6D(iv)

A detailed list of the programme outcomes are found in the Programme Specification.
This is located at the Departmental/Schools page of the portal.

Learning Outcomes:
At the end of this course, the students will have achieved the following learning outcomes.
- Demonstrates a systematic understanding of the major thinkers and intellectual paradigms in post-colonial theory and their relevance to development studies
- Demonstrates the ability to develop critical responses to, and a systematic and historical understanding of, post-colonial theory in the context of development studies
- Takes responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation, critical thinking, and reflexive normative understanding appropriate for a 6000-level course

Indicative Content:
- Theories of post-development
- Examination of nationalism in anti-colonial thought and movements
- Analysis of concepts of orientalism, diaspora and subalternity
- Examination of postcolonial criticisms of Western self-representations
- Key critics of postcolonial theory
- Postcolonial criticisms of development studies

Assessment:
This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:
This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **S**afe, **E**njoyable, **M**anaged, **I**nclusive, **N**ecessary, **A**cademic, **R**espectful & **S**timulating. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes prepared.

Bibliography:

- John McLeod, *The Routledge Companion to Postcolonial Studies.* Routledge, 2007.
- Cheryl McEwan, 2009. *Postcolonialism and Development.* Routledge, 2009.
- Ilan Kapoor, *The Postcolonial Politics of Development.* Routledge, 2008.
- Revathi Krishnaswamy & John Charles Hawley (Eds.) *The Postcolonial and the Global.* U of Minnesota Press, 2008.

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry